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ABSTRACT

This paper presents a new approach to contextualized problem analysis developed for use with multimodal Functional Behaviour Assessment (FBA) at Massey University in Auckland, New Zealand. The aim of problem analysis is to simplify complex problems that are difficult to understand. It accomplishes this by providing a high order framework that can be applied for mapping the problem dimensions, inter-relationships, etiology, and courses of action. The problem analysis approach is considered to be a useful guide, and its framework offers structure for psychologists who are engaged in mapping complex casework within the immediate environment of students or projects involving the wider systems of education. A contextualized process of consultation through problem analysis is outlined and discussed. This framework promotes communication and a shared understanding among all of those involved in dealing with problem situations. (Contains 14 references, 2 figures and 2 tables.) (JDM)

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Multidimensional Functional Behaviour Assessment Within a Problem Analysis Framework

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Multidimensional Functional Behaviour Assessment within A Problem Analysis Framework

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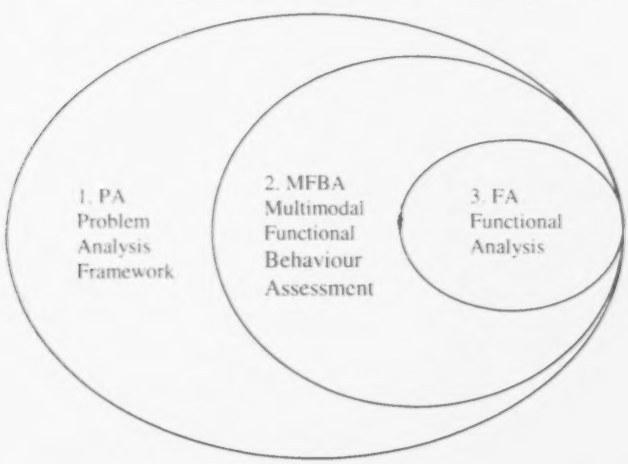
Problem Analysis as a Framework for Multimodal FBA

Multimodal FBA has gained increasing recognition as a practical framework for integrating and interpreting data. A significant feature of this approach is that it keeps the focus on relevant and inter-related task dimensions. However, the process of conducting an FBA can be very demanding, especially with complex problems that often have many contributing variables or dimensions. Psychologists are often swamped with information and need some structure to study the complexities of the interaction effects in order to generate hypotheses. The ability to structure and analyze problems is crucial, because, the greater the understanding, the greater the likelihood that the intervention plan will succeed. The fact remains, however, that psychologists need frameworks for practice that will enable them to more easily undertake systematic study of problem situations in order to triangulate the data and generate a valid problem analysis.

This paper presents a new approach to contextualized problem analysis that has been developed for use with multimodal FBA at Massey University in Auckland, New Zealand. The aim of problem analysis is to simplify complex problems that are difficult to understand. It does this by providing a high order framework that can be applied for mapping the problem dimensions, inter-relationships, etiology, and courses of action. From a problem analysis perspective, FBA is applied as a set of procedures for systematic collection of information in order to determine the proximal and distal causes of problem behaviour. The FBA may also incorporate a detailed functional analysis of behaviour (FA) as required for assessment of the problem dimensions. Contextualised problem analysis thus serves as a framework that incorporates both functional behaviour assessment and functional analysis of behaviour. Casework can be framed to include three levels of analysis as illustrated in Figure 1.

Figure 1: Three Levels of Analysis



First, the casework is organised within a contextualised problem analysis format. Second, a multidimensional functional behaviour assessment is applied as appropriate for analysis of problem dimensions. Third, a functional analysis of behaviour may be included within the functional behaviour assessment as a method of collecting data on specific behaviours.

The Emergence of Multimodal FBA

There is debate at present concerning the place of "functional analysis" within the wider conception of "functional behaviour assessment". The main issue centers around the fact that functional analysis has arisen from the field of applied behaviour analysis, and that traditionally it has been concerned with operant aspects of behaviour, specifically antecedents and consequences (Miller, Tansy, and Hughes, 1998). Criticisms have been leveled at functional analysis approaches for being overly concerned with potential causes that are proximal in nature (immediately surrounding) to the problem behaviour. It has been argued that such approaches are too narrow and fail to adequately consider "distal" (distant biographic) factors that may influence the manifestation of problem behaviours and dysfunctions. In response to these criticisms, programme developers such as Willis, LaVigna & Donnellan (1993) have undertaken to extend the range of functional analysis so that it fits more satisfactorily within an ecological perspective on assessment and programme planning. Unfortunately, however, such comprehensive ecological approaches result in the collection of a vast amount of data with little emphasis on reducing the amount of information in order to map the problem and engage in hypothesis testing.

Recent new developments with multimodal FBA[1] by Miller (2000) offer a far more responsive and dynamic approach to analysis of problem situations. This approach proposes that FBA should include an analysis of variables that are proximal (e.g. task avoidance or skill deficits), distal (e.g. interpersonal conflicts), physiological (e.g. depression and anxiety), and intrapsychic (e.g. thoughts, attributions, feelings) all of which define the causes of problem behaviors that interfere with learning. The main dimensions that have been identified by Miller and colleagues include:

1. *affect regulation/emotional reactivity*: includes emotional dysregulation, anxiety, depression, anger and poor self concept
2. *cognitive distortion*: including distorted thoughts, inaccurate attributions, begative statements and erroneous interpretations
3. *reinforcement*: environmental triggers and payoffs
4. *modeling*: includes degree to which behaviour is copied, who the behaviour is coped from and why it is being copied
5. *family issues*: includes relations with parents, siblings and extended family
6. *physiological/constitutional*: physiological and/or personality characteristic, developmental disabilities, or temperament
7. *communicative functions*: what the student is trying to say through the behaviour

[1] For additional information on the multimodal approach to functional behaviour assessment see <http://mfba.duq.net>. This site contains FBA forms, a searchable database and discussion list.

8. *Curriculum/instruction/ecological*: includes curriculum and educational environment in general and in which the behaviour is seen

The value of this approach is that it enables a problem to be studied within a wider ecological context so that interaction effects can be studied to determine how they impact upon the child (see Bronfenbrenner, 1979). For example, it may be that physiological factors (impulsivity) combine with family issues (physical abuse) and intrapsychic factors (distorted thoughts, external attributions) to impact upon out of control behaviour at school. From this perspective it is necessary to carry out a systemic analysis in order to define the problem and develop a solution strategy. To assist with FBA planning and analysis, Skiba, Waldron, Bahamonde & Michalek (1998) have devised a four-step problem solving model.

It is usually necessary to investigate several factors in order to understand the causes of a particular behaviour problem. For example it may be that five dimensions contribute to the causes of problem behaviour. These are: (a) lack of impulse control; (b) difficulties relating to other students; (c) arguments and fights with brother; (d) teaching that is not very engaging; (e) repeated failure experiences in school. The convergence of these salient dimensions leads to the problem behaviour. It is unclear, however, what the relative contribution of each dimension is to the overall equation. Solving this equation is the key to identifying an appropriate intervention.

Miller and colleagues propose that the five functions identified above can be thought of mathematically as the sum of five variables, each with a different weight of importance. It could be, for example, that lack of impulse control and repeated failure in school carries a large weight (importance in the equation), while arguing with brother and nonverbal gestures from others may carry lower weights. In this case, the lack of impulse control is a priority dimension as it gives rise to arguing and fighting. The lack of teacher engagement is a contributing dimension that fits somewhere in the middle. If this was written out as an equation using the letter assignment for each of the five dimensions, it might look like: Target Behaviour = 10a + 1b + 1c +5d + 10e

This shows that (a) and (e) are the strongest contributing dimensions. It may be that the strongest dimensions are given highest priority for intervention. However, this may not always be the case as psychologists, in their prioritisation, take into account other factors including client motivation, urgency and the involvement of other professionals. It is important to recognise however that there are no generally "right" answers in prioritisation. Each case needs to be addressed in an individualised way and the equation will differ according to the situation of the student. For this reason, multimodal FBA requires critical thinking by a team of individuals who know the child and have sufficient information to make data-based decisions (Miller, 2000).

Beyond having knowledge of the child and access to data, however, it is important to have shared processes for understanding problems and constructing solution strategies. The next section of this paper shows how problem analysis can be applied as a contextualised approach to functional behaviour assessment and intervention. The process of problem analysis can be applied to any casework within the immediate environment as well as to system level projects and interventions that are increasingly the province of educational psychologists.

Description of the Problem Analysis Approach to Fieldwork

Models of practice vary in the extent to which they are able to support ecological approaches to fieldwork. The Problem Analysis approach discussed in this paper was adapted from earlier work by Robinson (1987). This particular approach was selected because of the ease with which it supports ecological fieldwork and the collaborative construction of meaning. Ways in which psychologists work must integrate with the ways in which fieldwork participants, including students, family members, school and agency staff, know their world. Psychologists working alongside others are expected to maintain a sense of direction while accompanying them to co-constructed solutions.

Problem analysis was developed as a tool to assist practitioners in the construction of meaning to seemingly ill-structured problem situations and is widely used in New Zealand with reported satisfaction by psychologists who have adopted ecological approaches. The degree of flexibility offered within this model of practice, however, is also associated with a strong potential to accommodate and perpetuate client-centred and deficit views of presenting issues. Specifications have been added to the Problem Analysis to ensure that its implementation is always contextualised and collaborative while promoting the development of alternative intervention plans that build on the positive aspects of referral situations.

Fieldwork is seen to begin with the negotiation of the referral with fieldwork participants. Once this has been clarified, a process of exploration, or assessment, begins. Several recent texts and programme guides are available to assist with the functional behaviour assessment and intervention planning (see O'Neill, Horner, Albin, Sprague, Storey & Newton, 1997; Quinn, Gable, Rutherford, Nelson, & Howell, 1998). Beyond the analysis of proximal dimensions, it is essential to collect information and data on distal, physiological, intrapsychic, and biographic factors.

As the assessment process proceeds, the most influential factors operating in the presenting situation are identified and presented as 'dimensions' of the problem situation. These dimensions are then viewed in relation to one another to create a possible meaning for the situation. This meaning is viewed as a strong hypothesis that will be further tested through intervention. Guiding principles for intervention result from the linking, or analysis, and a plan for a better alternative is collaboratively devised and implemented. Critical reflection on the programme and professional practice of the psychologist might lead to adjustments in the plan.

The main elements of a problem analysis approach are presented in Table 1 below. This shows the structure of a report written within the problem analysis framework and a brief description of each section. It is important to remember, however, that problem analysis is a process and does not always follows a linear sequence as this report format does. Intern psychologists at Massey University are required to prepare reports on fieldwork according to the following format:

Table 1

Fieldwork Report Format	Description of Problem Analysis Process
Referral Information	Name, age, sex year, referral date and source, informed consent, reason for referral, period of involvement
Referral Negotiation	Explanation of the referral process and contracting with referral agent and specification of the psychologist's role
Background	Relevant background on the referral situation
Dimensions of the Problem	List all relevant dimensions and provide assessment information as supporting data. Deal with the main dimensions in a comprehensive way throughout the report. These should thread through each section of the report. Place attachments in the appendix.
Analysis of the Problem	Formulation of hypotheses through analysis of causal relationships between problem dimensions.
Priority Dimensions of Intervention	List priority areas for intervention and justify these with reference to data and information. Explain the rationale for selection of priorities with reference to research literature.
Intervention Plan With Rationale	Set objectives and plan collaboratively. Justify the intervention methods with reference to research and information on the casework context.
Outcomes	Present data and information on the main findings. Describe progress, problems and issues in relation to the objectives set
Reflective Evaluation	Critically evaluate intervention outcomes, specific and broad issues, and development and professional skills
Recommendations	Provide brief recommendations for future work
References	List all references according to APA format
Appendixes	Attach assessment information and documentation as required.

The Psychologist's Role within a Problem Analysis Approach

The process of finding and constructing solutions to problem situations requires orchestration and guidance. Practitioners in the helping professions have developed models of practice for this purpose. Today psychologists are interested in not only issues relating to individual students but to the 'big' issues facing education and society (Yssledyke, 2000). The problem analysis approach is considered to be a useful guide for casework in the more immediate environment of students as well as for projects involving the wider systems of education that influence the lives and development of large numbers of young people and their families.

As the world moves from one of perceived uniformity to one of perceived diversity, it is important that models of practice selected by psychologists have the flexibility to work within unique presenting situations. Models of practice that are sufficiently robust are minimally prescriptive and operate within the social and historical environments impacting on the issues of concern. They allow for reflection on not only immediate field interaction, but on the applicability of methods of practice themselves so that future practice can be adjusted, thus advancing the practice of psychology.

A contextualized process of consultation through Problem Analysis is outlined and discussed below. The process of consultation has been presented here for

convenience as a linear sequence of events (See Figure 1). In practice, the stages of fieldwork are usually found not to be discrete and the process may be repeated several times in cycles of varying duration.

Contextualized Consultation Approach to Problem Analysis

1. Negotiation of the Consultation Process

Initial negotiations with fieldwork participants about the issues of concern and the processes by which they will be addressed are important in determining the effectiveness of the fieldwork. Clarification of referral requests assists practitioners to learn more about the situation of concern, the perspective of the referral agent and to make decisions about continuing engagement of the psychologist in the consultation process. For various reasons, it is not always appropriate for the psychologist to pursue the fieldwork. Good-faith attempts must be made to collaboratively reach decisions regarding the acceptance of referrals.

From the outset, psychologists acknowledge the various views held by participants and efforts are made to clarify the issues of concern for each person. With the fieldwork participants, e.g. family and school personnel, the psychologist begins to learn about the nature of systems that might influence the referral issue at various levels of the environment.

Mutual understanding between participants of issues of concern may not be immediately obtainable and may require examination of the effect of problem situations as understood by each participant. It is important to ensure that participants are actively involved in the process from the beginning and are afforded genuine opportunities to contribute to the shared understanding of the issues raised in the initial referral. Although each participant perceives the issue of concern in their own way, shared ownership of the issues and acknowledgement of the various effects of the presenting problem on each participant is encouraged so that supportive engagement of all involved is facilitated.

Before continuing with the fieldwork, the psychologist is encouraged to ensure that each participant has a clear and mutual understanding of the roles of each participant and that the course of the fieldwork process can proceed with as much predictability as is possible. Flexible consultation requires that people are genuinely included in the negotiation phase irrespective of language, culture or social circumstance.

2. Multi-level Exploration of the Situation

The process of exploration, or assessment, is individually tailored for each presenting situation as the nature of the plan is determined by hypotheses arising from information gained from the field in relation to current theory and research. Domains for investigation are established by the nature of the unique situation rather than by components of a prescribed battery of assessment tools and strategies. As assessment proceeds, initial hypotheses about the reasons for the situation are systematically confirmed and disconfirmed in a process that generates and tests new hypotheses. The psychologist contributes to this phase of the consultation process with specialised knowledge of assessment procedures while ongoing collaboration with participants

ensures that choices about assessment take into account relevant and specific cultural and social factors.

In most cases, calls for assistance come from those whose situations have become overwhelming. At such times, it can be difficult to distinguish between what is important and what is background. The problem analysis method assists practitioners to help others to determine the important factors, or dimensions of the situation. Psychologists working with others to research a situation from the various perspectives of participants and from different levels of the ecosystem, identify the factors that appear to be impacting most strongly. These factors include not only the barriers to solutions, but also the positive aspects of the situation that serve to maintain desirable conditions or to mitigate against the problem. Identification of positive aspects of situations is essential to ensure that solutions can be constructed on a supportive base of useful routines and positive experience.

3. Analysis

Dimensions identified during the assessment phase are linked to form a coherent analysis of the situation. The interrelationships between dimensions are described with reference to current literature and provide structure to the situation in the form of an explanation, or construction of meaning, for the events that precipitated the original referral. The analysis is presented as a data-supported supposition concerning the reasons, functions and maintaining factors associated with the problem situation and provides information about factors that might support or hinder the identification or construction of solutions. Psychologists strive to ensure that this construction of meaning is the result of collaborative interaction between participants. Fieldwork in which it is possible to gain shared understanding of the meaning for the presenting situation and its inherent activity, is expected to support the continuing constructive engagement of participants.

4. Making Alternative Plans

The constructed meaning, or analysis, enables psychologists and other participants to be guided in the development of plans for intervention or improved alternatives. Examination of the links between dimensions allows decisions to be made about priorities for intervention. Although on occasions, it may be considered necessary to address all dimensions directly, in most cases psychologists will be guided by the nature of the interrelationships between dimension to reduce the level of intrusion of an intervention by attending to dimensions that indirectly influence others. Minimal disruption to regular routines is usually preferred to ensure that existing supports are maintained, plans made are manageable, interventions are more likely to be implemented and improvements are sustained (Sheridan & Gutkin, 2000).

New plans are constructed to address the issues of concern and strategies for intervention allow new learning to be built on the positive supports noted during the exploration of the situation. Collaborative planning supports the construction of interventions that have demonstrated effectiveness in psychological research, are based on sound, coherent theory and also have high social validity. Planning with participants increases the likelihood that intervention plans are acceptable to those wanting and making changes and that proposed actions represent logical modifications to the regular interactive environment of participants. The diversity of expertise

available to team participants who have developed mutual goals and ways of working together aids the generation of creative solutions (Idol, Paolucci-Whitcomb & Nevin, 1986).

5. Implementing Alternative Plans

As the involvement of education professionals in any situation will necessarily influence people's lives, it is crucial that psychologists strive for positive outcomes. Ethical principles and codes of conduct are developed to guide practitioners to assist people to construct better alternatives and, above all, to do no harm in the course of their fieldwork (Kitchener, 1997). To demonstrate the effectiveness of practice, psychologists must clarify, from the outset, the methods by which the fieldwork will be evaluated. Measurement of the extent to which objectives set by participants have been met might require collection of either or both quantitative and qualitative information about the occurrence and nature of events. Data sets that are considered to contain both objective and subjective information in relation to participants are viewed as essential to the construction of useful and shared understandings of situations. In contextualised fieldwork, subjectivity and objectivity are considered to coexist within the multi-dimensional interactive ecosystems in which participants live. The purpose of fieldwork, the specific features of presenting situations and the views of participants, determines the nature of the objectives set and the means by which the success of the intervention is evaluated.

6. Reflective Evaluation

An essential component of consultation is the evaluation of the effectiveness of the fieldwork in terms of outcomes and applicability of the procedures undertaken. Aspects of practice that served to support satisfactory outcomes are identified along with actions that might require modification in future work. Through reflection, professional actions can be examined in relation to current notions of best practice in educational psychology.

Psychologists acknowledge that the influence of their own perspective, while minimised by their scientist practitioner base and collaborative relationships, is not absent from fieldwork and that to promote effective practice and personal professional development, opportunities must be created and taken to critically reflect on their own actions. The task of critical reflection involves putting aside one's assumptions and observing them from an objective position - a task that is hindered by the nature and influence of perception itself. Perception, dominated by the worldview, tends to stability in order to meaningfully integrate new knowledge with current understandings of the world. Reflection, is filtered through one's own perception which is influenced by personal professional knowledge and lived experience. It can, therefore, never be entirely historical or decontextualised and must permeate a loop system that serves to keep the worldview undisturbed and unexamined (Butler, 1996). But while assumptions may not be relinquished readily, practitioners must become aware of their worldview with its inherent beliefs and attitudes and be prepared to put these up for examination. When practitioners are attuned to the analysis of their own practice, they are equipped to make adaptations to their professional practice (Butler, 1996).

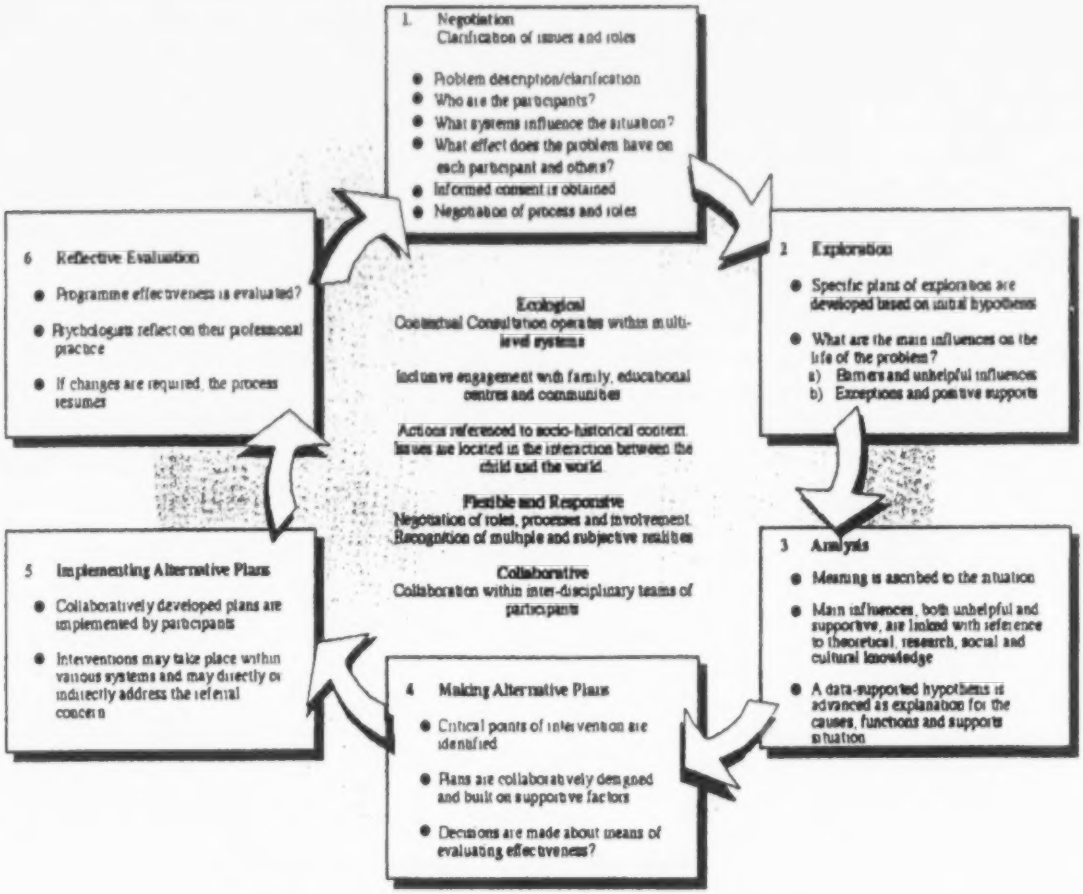

1. Negotiation
Clarification of issues and roles
Problem description/clarification
Who are the participants?
What systems influence the situation?
What effect does the problem have on each participant and others?
Informed consent is obtained
Negotiation of process and roles
2 Exploration
Specific plans of exploration are developed based on initial hypothesis
What are the main influences on the life of the problem?
a) Barriers and unhelpful influences
b) Exceptions and positive supports
3 Analysis
Meaning is ascribed to the situation
Main influences, both unhelpful and supportive, are linked with reference to theoretical, research, social and cultural knowledge
A data-supported hypothesis is advanced as explanation for the causes, functions and supports situation
4 Making Alternative Plans
Critical points of intervention are identified
Plans are collaboratively designed and built on supportive factors
Decisions are made about means of evaluating effectiveness?
5 Implementing Alternative Plans
Collaboratively developed plans are implemented by participants
Interventions may take place within various systems and may directly or indirectly address the referral concern
6 Reflective Evaluation
Programme effectiveness is evaluated?
Psychologists reflect on their professional practice
If changes are required, the process resumes
Ecological
Contextual Consultation operates within multi-level systems
Inclusive engagement with family, educational centres and communities
Actions referenced to socio-historical context. Issues are located in the interaction between the child and the world.
Flexible and Responsive
Negotiation of roles, processes and involvement. Recognition of multiple and subjective realities
Collaborative
Collaboration within inter-disciplinary teams of participants

Figure 1 : **Contextual Consultation through Problem Analysis**

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Although self-reflection is essential, it is also important that practitioners create opportunities to reflect on fieldwork, both past and future, with others. Actions taken in consultation are guided by informed judgement based on personal and professional knowledge and new understandings resulting from critical self-reflection and from constructive interaction or dialogue.

Case Example of Multimodal FBA within A Problem Analysis Framework

The comprehensive focus of functional behaviour assessment on both proximal and distal factors can be illustrated by the following hypothetical case:

> "Pete was physically abused as a young child by his father whose actions were often violent and out of control. He adjusted to the abuse by staying away from home and avoiding altercations with his father. Pete developed a pattern of lying and stealing money from his father in order to "pay him back" for the abuse. As Pete approached his young teens, he gained control over his father by carefully damaging his possessions, stealing, and unobtrusively disturbing his father (e.g. cutting a fuse wire so lights wouldn't work). He also developed violent impulsive behaviour such that if his father tried to abuse him he would fight back by throwing anything that was at hand. Eventually the abusiveness of the father ceased and they coexisted with a minimum of interactions. When Pete was 16, he went to live with his aunt and uncle who provided a secure and stable home environment. Despite having a good relationship with his aunt and uncle, the pattern of behaviours that Pete had developed as "pay back" for abuse, generalised to other areas of his life. Subsequently he began to tell lies and demonstrated that he was very capable of manipulating or hurting people to get what he wanted. At school he terrorised young students by stalking them and if they told a teacher about this he would beat them up and threaten them on the way home from school. Within school he frequently punched other students and appeared to be socially isolated most of the time. Pete stole from the teachers desk and the classroom but he was so experienced that they seldom caught him in the act. Pete was frequently absent from school without permission. He would wander around the community and tell lies in order to cover for his absences."

The above case serves to illustrate the parent-child emotional issues and the dysfunctional response patterns that need to be considered as potential causes of the problem behaviours. Operating within a problem analysis framework there are several problem dimensions that need to be analysed. These include:

1. *Reinforcement:* task avoidance, staying away from home and school
2. *Family Issues:* conflict with father, pathological lying, stealing
3. *Physiological/Constitutional:* violent, impulsive, out of control behaviour
4. *Cognitive Distortions:* threatening to develop a sense of power, stalking, stealing, lying, lack of empathy, post traumatic stress disorder
5. *Affect regulation/Emotional Reactivity:* poor executive control processes, lack of self regulation, inability to cortically mediate emotions during violent episodes.
6. *Communicative Function:* getting what he wants through controlling others
7. *Curriculum/Instruction/Ecological:* lack of boundaries and isolation from teacher

Table 2 illustrates multimodal FBA and functional analysis fit within the problem analysis framework:

Table 2

Problem Analysis Framework	Multimodal Functional Behaviour Assessment	Functional Analysis of Behaviour
1. Referral - "The school principal requested an examination of Pete's situation as he was disrupting the education environment and posing a threat to others."		
2. Negotiation of Referral - "The psychologist undertook to complete a functional behaviour assessment in consultation with all concerned. It was agreed between the psychologist and principal that there would be a full case conference (including the student) to discuss the assessment and support plan."		
3. Background Information - brief introduction to the client and his or her environments, living arrangements, and previous support	-informant methods -case records -direct observations (O'Neill et. al., 1997)	
4. Problem dimensions – this may include an unspecified number of salient factors particular to the case, for example: Emotional Self Control Locus of Control/Attributions Peer Relationships Family Relations Learning Environment Teacher Beliefs and Expectations	Prescribed Areas include: Affect Regulation Cognitive Distortions Reinforcement Family Issues Physiological Instructional/Ecological (Miller, 2000)	history and background ecological analysis antecedents,consequences reinforcers mediator analysis (Willis, LaVigna, Donnellan, 1998)
5. Problem analysis (Analysis of Meaning) - "The above data is used to confirm the hypothesis that Pete's aggressive behaviour is impulsive and uncontrolled. It is proposed that self regulation and metacognitive strategy training may assist him to mediate and control his emotions. Such strategy training is in accord with the recommendations of Goleman (1996) concerning the development of emotional intelligence.	analysis of data to advance hypotheses concerning the communicative function of the behaviour	analysis of data to advance hypotheses concerning the communicative function of the behaviour
6. Priority Problem Dimension(s) – dimensions are selected with regard to that particular context in which the behaviour occurs. The intervention aims to be most effective and least intrusive. self regulation - improved ability to manage his own behaviour and emotions will enable Pete to take more positive control of his life. aggression toward peers - aggression against others isolates Pete and prevents him from having positive interactions with peers, teacher, parents and others	May address all dimensions.	analysis of data to advance hypotheses concerning the communicative function of the behaviour
7. Support Plan - Research (references cited) indicates that assisting students to self regulate their behaviour and learning will contribute toward a greater internal locus of control. The assessment and programme planning will be carried out in collaboration with Pete. Procedures that will be used for development of self regulation skills and reduction of aggressive behaviours are as follows: Daily and weekly check in - Pete will call the psychologist each afternoon to debrief on events of the day. A meeting will be held at school every Friday afternoon to review progress and plan for the next week. Self regulation and observation - Pete will keep a daily schedule and activity log. The teacher will record any events of note on his functioning at school. Pete's aunt will keep a daily record of his behaviour and coping strategies. Opportunities to apply replacement behaviours - The psychologist will enlist the assistance of peer support so that Pete could engage in some appropriate shared activities. This could include a weekly visit to the pool hall and swimming pool."		
8. Outcomes – to be assessed at the end of a time period		
9. Reflective Evaluation - "It took significant time to develop rapport with Pete but this was absolutely essential if the casework was to succeed. It was through walking together outside of the school grounds that Pete and I were able to talk."		

Conclusion

A problem analysis framework has been presented to illustrate how this can be used to guide the analysis of complex inter-relationships between situational dimensions. Problem analysis is a process that can be applied to multimodal FBA and any other

approaches to fieldwork. Problem analysis is hypothesis driven approach that aims to define situations carefully so that complex inter-relationships can be understood and responded to in effective ways. It is stressed that this is a dynamic process that aims to produce a conceptual map of situations that are being analysed. In this way, it can be applied to "concretise the abstract" through simplifying complex inter-relationships.

It has been advanced that the process of finding and constructing solutions to problem situations requires orchestration and guidance. The problem analysis framework offers structure and scaffolding for psychologists who are engaged in mapping complex problems. This approach is ideally suited to Multimodal FBA and to a wide range of casework within the immediate environment of students as well as for projects involving the wider systems of education that influence the lives and development of large numbers of young people and their families. Problem analysis is a way of thinking and a way of representing knowledge. In conclusions, this framework promotes communication and shared understanding amongst all of those involved in dealing with problem situations.

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